POLICY 6006
BBIS ACADEMIC INTEGRITY POLICY

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RATIONALE FOR THE POLICY

At BBIS we believe in developing the whole learner, including their personal, social and ethical attributes. Our mission states that our students will become responsible global citizens. In line with our mission statement, we acknowledge the importance of academic honesty, both during a student's time at BBIS and beyond. As a school, we are aware that academic honesty and academic excellence go hand in hand. We recognise that they are important elements of personal growth, leading us to become and remain lifelong learners. We encourage the practice of fair and just reward for work that is the unique product of individual efforts, and believe that all members of the school community should be encouraged to pursue excellence and be recognized for their achievements.

Academic honesty is an opportunity to develop and apply the IB learner profile attributes of being thinkers who are principled and reflective about learning and the world.

- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

- **Thinkers:** We use and develop critical and creative thinking skills to analyse and take responsible action on complex problems.

- **Reflective**: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development." (IB learner profile, 2013)

THE PURPOSE OF THIS POLICY IS TO:

- Create an academic culture that promotes creativity, integrity and honesty.

- Establish a shared understanding about why academic honesty matters.

- Communicate the responsibilities of all members of the community - students, teachers, managemen and parents - to ensure that we are learning and behaving ethically.

- Support students in understanding what academic honesty means and the practices involved.

- Encourage students to actively seek help when creating academic work, in order to ensure that all of the academic honesty requirements are being met.

- Send a clear message that adherence to the academic honesty policy is an expectation.

- Refer members of the school community to the relevant school section handbooks for specific consequences of how violations of this policy are handled.

ACADEMIC INTEGRITY IN AN IB CONTEXT

Academic Integrity is considered in the broadest sense as the production of academic material without cheating, lying, stealing, the inappropriate help of others (collusion), or using any source of information not appropriately attributed (plagiarism). At BBIS we believe that academic honesty must be defined in the wider educational context. We value creativity and critical thinking, and we encourage students to present their understanding and learning in a range of ways.

We expect students to know and be able to explain the process of their inquiry and learning. In order to achieve excellence and integrity through the practices of academic honesty, we expect staff and students to produce work that is entirely their own, appropriately acknowledging sources.

DEFINITIONS OF ACADEMIC MISCONDUCT

- **Plagiarism** is the representation, intentional or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

- **Collusion** is the act of supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

- **Misconduct** during an exam includes taking unauthorized material into an examination or classroom, disruptive behaviour or communicating with others during the examination.

- **Duplication of work** is the presentation of the same work for different assessment components and/or requirements.

- **Academic malpractice** refers to any other behaviour that gains an unfair advantage for a student. (*Academic Integrity in the Diploma Programme*)

STUDENT RESPONSIBILITIES

In the four IB programmes offered at BBIS (Primary Years Programme/PYP, Middle Years Programme/MYP, IB Diploma Programme/IBDP, IB Career-related Programme/IBCP), students are given regular opportunities to develop academic integrity together with other key Approaches to Learning (ATL) skills, such as research and communication. For example:

- Understanding that the contributions of other individuals in collaborative learning experiences need to be recognised and identified as such.

- Understanding that submitting AI-generated content in any form, such as text, audio, video, art, or animation, as the final assessment and classroom assignment is not acceptable and is strictly forbidden. This is because such submissions do not reflect the student's own original work, knowledge and understanding of the course material.

- Attributing ideas to the sources from which they were taken.

- When incorporating information or ideas generated by AI tools such as ChatGPT into assignments, it is crucial to appropriately reference both the use of AI tool and the specific prompt which is used to interact with the AI. This ensures transparency and upholds the principles of academic integrity.

- Getting help from teachers and other staff members and accessing available resources in order to practice academic honesty.

- Being able to produce work using a recognised referencing system consistently - the system taught at BBIS is MLA.

- Confidently and correctly using a set of skills that ensure academic honesty (including research and referencing, communication and critical thinking).

- Modelling academic honesty to support the learning of their peers and contribute to a school-wide culture of integrity.

- Understanding the consequences of academic misconduct.

In each section of the school students acquire age-appropriate understanding of academic honesty and apply these practices. Further details are included in programme specific handbooks.

At the conclusion of each IB programme students have the opportunity to showcase their understanding and skills of academic honesty in the culminating projects: the PYP Exhibition, the MYP Personal Project, the DP Extended Essay and the CP Reflective Project.

For the Personal Project in the MYP, and for all work completed in the DP and CP, students are required to sign a Declaration of Academic Authenticity, so it is essential that they make themselves fully acquainted with the particular rules and expectations set forth in these agreements.

TEACHER RESPONSIBILITIES

At BBIS, teachers are responsible for:

- Modelling good academic honesty practice as defined above.

- Teaching age-appropriate academic honesty practices.

- Providing regular opportunities for students to practise skills associated with academic honesty.

- Carrying out formative assessment of academic honesty skills, with opportunities for students to make, and learn from their mistakes.

- Designing tasks and assessments that encourage and support academic honesty.

- Enabling students to use the tools offered by school to support academic honesty practices.

- Ensuring summative assessment of academic honesty is consistent in assessments, references assessment criteria, and is appropriate to the age group.

- Addressing academic honesty issues immediately and directly with students, so that they can learn from their mistakes.

- Identifying and addressing violations of the academic honesty policy as appropriate to

  the school section and as specified in the BBIS section and programme handbooks.

SCHOOL LEADERSHIP RESPONSIBILITIES

The school leadership is responsible for ensuring that the policy is applied fairly and consistently. Principals monitor the adherence to the policy by the staff and students in their school section. This is achieved through regular professional development, so that all involved staff members are aware of the policy and the expectations and consequences. Furthermore, the school leadership ensures that the academic honesty policy is made available to parents and other stakeholders and its aims are clearly communicated. Most importantly, the school leadership is responsible for overseeing that students learn about and practice academic honesty, appropriate for their age-group.

PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SUPPORT STAFF

The principals of the school sections, together with the programme coordinators and librarians, organise regular training for staff members in order to make sure that all educational staff are able to answer the following questions:

- What is the purpose of our academic honesty policy?

- What are the grade level expectations regarding research, citation and academic honesty?

- What ATL skills related to academic honesty are teachers responsible for teaching in which grade levels?

- How do we support student learning of academic honesty through formative assessment?

- How do we design summative assessments that encourage and support academic honesty?

- What are the responsibilities of teachers to model academic honesty in the materials they produce/use?

- What are the consequences if a teacher enables a student's violation of the academic honesty policy?

- What are the student consequences of violations to the academic honesty policy and what procedures are teachers required to follow?

This information is also shared with teachers to review as needed, and new staff receive training soon after the start of their employment with BBIS.

COMMUNICATION WITH PARENTS AND GUARDIANS

The handbooks of the different school sections outline the age-appropriate procedures and consequences. Additionally, parent education is organised as needed in order to explain the role of parents in enabling their children to uphold our standards of academic honesty.

PARENT RESPONSIBILITIES

As the primary caregivers, parents and guardians must play an active role in establishing an understanding of academic honesty in their children. This includes

- Discussing the importance of respecting the intellectual property of and the value of ideas.

- Supporting the school in promoting the aims of the academic honesty policy, specifically in encouraging their child to learn from mistakes made.

- Understanding that providing guidance to students with work is acceptable, but doing the work for them is not.

- Communicating with the school if they find their child is struggling with academic honesty

- Ensuring that their child maintains ownership of their work and adheres to academic honesty practices, including if working with private tutors.

LIBRARIAN / MEDIA SPECIALIST RESPONSIBILITIES

The school librarian has the responsibility to provide guidance to students and teachers, supporting the development of effective academic honesty skills which go hand in hand with information literacy and research skills. The librarian's support includes leading assemblies and workshops, supporting individual lessons and disseminating information. The librarian instructs students and teachers on academic honesty and relevant skills such as:

- age-appropriate instruction and guidance for students on academic honesty practices, e.g. correct citing and referencing

● teaching strategies to design authentic tasks and assessments which deter plagiarism e.g. producing evidence of the process and not only a final product

● effective research practices e.g. using the resources, subscriptions, tools available via the school library.

As academic honesty must be seen in conjunction with the development of other key skills (such as reading, information and digital literacy) .

PROCEDURES—REPORTING, RECORDING AND MONITORING

There are different consequences for academic misconduct, depending on the nature of the misconduct, age of students, type of programme, etc. For detailed information regarding the consequences of academic misconduct, including reporting, recording and monitoring, please see the relevant school-section handbooks.

Any student wishing to appeal a decision regarding academic misconduct may do so by contacting the relevant programme coordinator and principal.

CROSS REFERENCES
School handbooks:

● The International Baccalaureate Primary Years Programme. A guide for parents and students.

● The International Baccalaureate Middle Years Programme. A guide for parents and students.

● The International Baccalaureate Diploma and Career-related Programmes at BBIS. ● Secondary School. A guide for parents and students.

REFERENCES
IB publications:

● *Academic honesty in the IB educational context.* International Baccalaureate Organization (UK) Ltd, 2014. Updated 2016.

● *Academic Integrity.* International Baccalaureate Organization 2019.

● Carroll, Jude. *Academic honesty in the IB. IB Position Paper.* International Baccalaureate Organization (UK) Ltd, 2012.

● *Diploma Programme. Academic honesty.* International Baccalaureate Organization (UK) Ltd, 2009. Updated 2011.

- *Effective citing and referencing.* International Baccalaureate Organization (UK) Ltd, 2014.

- *The responsibilities of IB World Schools for uploaded and submitted student work.* IB Publishing Ltd, 2018.

- *The responsibilities of IB World Schools in ensuring the integrity of IB assessments.* IB Publishing Ltd, 2007.